

Justine T. Robinson
TEACHING STATEMENT

Good teaching gives students more than one way into an idea. My pedagogy centers on multimodal instruction: I pair scholarly texts with film, documentaries, audio, and primary documents so that students encounter each concept in multiple forms and can engage with it through whichever mode helps them think most clearly. Underlying this is a commitment to accessibility as a feature of course design rather than an afterthought handled on a case-by-case basis. When readings, media, and assessments are designed for a range of ways of processing information (different paces, strengths, and entry points), the whole class learns more, not only the students who might otherwise have to ask for accommodations.

My proposed course, *American Foreign Policy in Film*, is where this philosophy is most fully realized. Each week pairs a feature film or documentary with rigorous scholarship: students watch *Thirteen Days* alongside readings on executive-branch and interagency politics; they watch *Dr. Strangelove* and *Seven Days in May* while reading about nuclear strategy and the military-industrial complex; *Black Hawk Down* and *Rules of Engagement* anchor a unit on humanitarian intervention and the limits of American power. Film makes abstract theory concrete and gives students a shared text to debate, while the readings hold them to disciplinary rigor. I layer in video lectures, podcasts, and primary documents (for example, the Truman–MacArthur correspondence and presidential addresses) so students learn to read foreign policy across genres and sources.

I design assessment to reward growth and active engagement over performance under pressure. In that course, four analytical film papers build students' argumentation throughout the semester, and the first carries a rewrite option, so early feedback becomes an opportunity to improve rather than a verdict. I use structured, low-stakes writing (freewriting and reading-specific response questions) to give every student a prepared way into discussion, including those who find cold-call participation difficult. These formats began as strategies for reaching students who process material differently; they raise the quality of engagement for everyone.

I am especially attentive to accessibility in a discipline that increasingly relies on quantitative methods without always asking whether its teaching reaches learners who approach numbers and formal reasoning differently. I work to make methods legible (by pairing formal results with plain-language interpretation, visual representations, and worked examples) so that quantitative literacy becomes an on-ramp rather than a gate.

I have served as a teaching assistant at Duke University (*American Foreign Policy; International Relations: Security, Peace & Conflict*) and at Georgetown University (*Introduction to International Relations*), leading discussion sections, grading, and mentoring students in their writing. I am prepared to teach in international relations, security studies, civil–military relations, American foreign policy, conflict resolution, American grand strategy, and research design, and I would welcome the opportunity to develop a course on identity and U.S. civil–military relations that examines how race, gender, and nationality shape security policy and practice.

Across every course, my aim is the same: to build a classroom where rigorous scholarship and genuine accessibility reinforce rather than compete with one another, and where students leave able to analyze political science on their own terms.